DOCUMENT RESUME

ED 167 579 TM 008 286

AUTHOR Coker, Joan G.; Coker, Homer
TITLE A Study of Student Teaching Using Direct Observation.
PUB DATE Oct 78
NOTE 16p.; Paper presented at the Annual Meeting of the Southeastern Regional Association of Teacher Educators (Biloxi, Mississippi, October 26-28, 1978) ; Best copy available

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Classroom Observation Techniques; *Effective Teaching; Elementary Education; Evaluation Criteria; Higher Education; Student Teacher Relationship; *Student Teachers; *Teacher Behavior; *Teacher Evaluation; *Teaching Skills; Test Reliability; Test Validity
IDENTIFIERS *Georgia Assessment of Teacher Effectiveness

ABSTRACT

Thirty-three student teachers were observed in elementary school classrooms to determine if they manifested 16 interactive behaviors identified as desirable by college of education faculty. Teaching assistants used the Georgia Assessment of Teaching Effectiveness (GATE), an instrument which requires the observers to objectively record, but not judge, classroom events occuring during a five-minute period. Test developers selected items from the GATE which reflected each of the 16 identified behaviors. An analysis of variance permitted investigation of the reliability of GATE clusters of items which were descriptors of the identified behaviors. Findings were based upon statistical analysis of individual and group profiles generated by computer across each of the 16 behavior statements. Reliability estimates showed that GATE paralleled 14 of the 16 behaviors, thus implying that this instrument can be used to validate the classroom interactive portion of a student teaching program. The 16 GATE items and 13 behaviors not measured by the GATE are included. (CP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED167579

A STUDY OF STUDENT TEACHING USING DIRECT OBSERVATION

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

BEST COPY AVAILABLE

Joan G. Coker and Homer Coker
West Georgia College
Carrollton, Ga.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Joan G. Coker

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Presented in a Conference titled:

Teacher Education, Reality, Research, and the Future

Southeastern Regional Association of Teacher Educators - 1978
Biloxi, Miss., Oct. 26-28, 1978

TM008 286

A STUDY OF STUDENT TEACHING USING DIRECT OBSERVATION

Joan G. Coker and Homer Coker

This study was designed to observe & record the behaviors exhibited by student teachers in classrooms during the final six weeks of their practice teaching. These data were collected using a low-inference objectively scored observation instrument. It was a fact-finding study to determine whether or not the student teachers manifested the behaviors identified as desirable and important for student teaching by the faculty of the College of Education, Georgia State University.

During the Fall quarter, 1977, 33 elementary student teachers were observed to establish an empirical base of teaching behaviors displayed by this group. Dunkin and Biddle (1974) point out the following:

> If teachers vary in their effectiveness, then it must be because they vary in the behaviors they exhibit in the classroom. To shed light on this point, one must study classrooms--where the action actually is. (p.13)

Exhibit A represents the Georgia State University student teacher competency areas with indicators. These behaviors were identified by the College of Education faculty as important behaviors which student teachers ought to exhibit during their practice teaching experience. Sixteen of these behavior statements were selected and are indicated with an asterisk. Thirteen of these indicators are not interactive and therefore could not be measured by GATE. These are shown in Exhibit B.

The observations were made by six Graduate Teaching Assistants (GTA) trained in the Fall of 1977 by the investigator. The observers used the Georgia Assessment of Teacher Effectiveness (GATE) observation instrument. This instrument was developed under the auspices of the Georgia Department of Education, Carroll County School System and West Georgia College in a two-year study of teaching (Coker, 1977).

The GATE is a low-inference, sign observation instrument and is a composite of five observation instruments used in the Carroll County study. These are the Coping Analysis Schedule for Educational Settings (CASES), the Spaulding Teacher Activity Rating Schedule (STARS), the Florida Classroom Climate and Control Schedule (FLACCS), the Observation Schedule and Record, Form 5 Verbal (OScAR 5V), and the Teacher Practices Observation Record (TPOR).

The observer is only required to code those events and procedures which are listed on the instrument and occurred in the classroom during a five-minute observation period. He is not required to make any judgements about the appropriateness of the methods used, the quality of the questions asked, or the clarity of the explanations, but rather to simply record objectively, those events which were observed.

D. M. Medley and R. S. Soar, authors of two of the original instruments from which GATE was drawn were given the list of teacher behaviors and were requested to select items from GATE which seemed to reflect each of the competency statements. They then met with the investigator and other developers of GATE as a competent

committee to make a final selection of clusters of items (composite keys) which would be used in the assessment procedure (Soar, 1977); (Medley, 1977).

These data were analyzed by means of an analysis of variance which allowed for investigation of the reliability of the clusters of items (composite keys) which were descriptors of the behavior statements. With this statistical procedure, it was possible to determine whether or not the instrument was recording the important behaviors as well as determine any significant differences among the 33 student teachers.

Records made by one observer across 314 items for 33 classrooms were converted to standard (T) scores across item/class by each of the six observers. This procedure set the mean for each of the items on GATE at 50 and the standard deviation at 10 for each of the observers.

Individual Profiles Across the 16 Behavior Statements (Exhibit C)

A computer program was designed in order for individual profiles to be generated across the 16 behavior statements. This indicated how each student teacher's score ranged in relation to the mean score of the total group. For instance, Teacher 77 had a range of 21.53 on Behavior A-1, Manages Disruptive Behavior Constructively to 48.77 on Behavior C-3, Specifies Teaching Procedures whereas Teacher 80 had a range of 46.34 on Behavior C-1, Determines Objectives (SR) and Goals (LR) appropriate to each students'/Groups' identified needs to 75.72 on Behavior D-4, Uses a variety of cognitive levels in questioning strategies.

Group Profile Across Each Behavior Statement (Exhibit D)

A computer program was designed for group profiles to be generated across each of the 16 selected behavior statements. This indicated how each student teacher scored in relation to the mean score of the 33 student teachers on each behavior. For instance, Behavior A-1, Demonstrates Enthusiasm for Teaching and the Topics Taught ranged from 21.53 for Teacher 77 to 65.61 for Teacher 91.

The findings based on the statistical treatment of these data include the following:

Table 1 indicates that the GATE observation instrument recorded 14 of the 16 clusters of items (composite keys) which parallel selected behaviors listed in Exhibit A in a stable, reliable manner.

In addition, student teachers do vary in the way they exhibit the behaviors thought to be important and desirable by the faculty of the College of Education , Georgia State University when observed with a systematic, low-inference, direct observation instrument.

The results of this study imply that there is a method of evaluating the classroom interactive portion of the student teaching program which verifies the extent to which student teachers display the knowledges and skills which the program intended.

A further implication for education is one of program validation. This would verify that student teachers who possess the behaviors specified as important and desirable are, in fact, more effective in helping pupils learn than those who did not possess the important teaching behaviors. Behavior statements that do not enhance a teacher's effectiveness could be eliminated and replaced by ones that do.

Table 1

Estimates of Reliability
Sixteen Behavior Statements

Behavior	F	p
A-1, Demonstrates Enthusiasm for Teaching and the Topics Being Taught	2.331	< .0001
A-3, Provides Opportunities for Success Experiences by Students	3.470	< .000001
A-4, Demonstrates Patience, Empathy, and Understanding	7.343	< .000001
B-1, Identifies Learning Styles,Rates of Learning, and Capabilities of Students	3.423	< .000001
B-3, Demonstrates Understanding of Processes Involved in Selection of Learning Content and Methods	4.002	< .000001
C-1, Det's.Obj.(SR) and Goals (LR) Approp.to each Stu/Groups Ident. Needs	1.464	> .05
C-3, Specifies Teaching Processes	2.013	< .001
C-4, Identifies Assessment Process	3.332	< .000001
D-1, Maintains Stu. Involvement in Learning Tasks	19.073	< .000001
D-2, Uses Activities Which Call for Pupil Plan, Observing, Describing, Experimenting, and Writing	4.452	< .000001
D-3, Organizes & Uses Range of Approp. Inst. Materials & Equipment	3.882	< .000001
D-4, Uses a Variety of Cog. Levels in Questioning Strategies	4.031	< .000001
E-1, Gives Directions Clearly	1.970	< .002
E-2, Manages Disruptive Behavior Constructively	3.451	< .000001
E-5, Helps Students Recognize Progress and Achievements	3.513	< .000001
F-3, Uses a Variety of Eval. Methods which Provide Stu. with Specific Feedback	1.021	> .10

According to Soar (1975):

> The research base that we currently have for saying that one kind of teacher behavior is more likely to lead to pupil growth than another is discouragingly thin and uncertain. There seems little question that programs must be developed and evaluated on the basis of current theory and what knowledge exists, but it seems equally clear that this process is a calculated risk. A calculated risk, that is, in that to the extent that theory and present knowledge are weak, we may be committing large expenditures of time, effort, and money to programs which will develop skills in student teachers which will ultimately make no difference in the pupils they teach. (p.12)

It may be true that behaviors which are believed to facilitate student growth really do--but as Soar (1975) points out, research studies which have tested the relationships have not demonstrated these associations with any consistency because of design weaknesses. This is not very reassuring for dependability of current knowledge as a basis of program building.

If a student teaching program could implement a method of program evaluation as well as determine whether the student teachers were more capable of helping pupils to learn if they possessed the specified behaviors, there could be a large-scale field experiment in teacher preparation. In this way, steady, substantial, and permanent improvement in the educational system would be a natural consequence (Medley, 1977).

If a teacher education program were able to help student teachers establish their strengths and weaknesses in regard to the specified behaviors which enhanced pupil learning, such a program would equip a teacher to enter the profession and begin the process of inquiry which seems essential to increase professional competence.

EXHIBIT A

STUDENT TEACHING EVALUATION
GEORGIA STATE UNIVERSITY

NAME _____ DATE _____

SCHOOL _____ COUNTY _____

Using the scale below, rate each competency area with the appropriate number.

1 / Unacceptable — 2 / — 3 / Acceptable — 4 / — 5 / Outstanding

The student teacher shall:

A. establish and maintain a trust relationship with pupils, parents and colleagues. (3)

* / / 1. Demonstrates enthusiasm for teaching and the topics being taught.

/ / 2. Works cooperatively with teachers, administrators, and other personnel.

* / / 3. Provides opportunities for success experiences by students.

* / / 4. Demonstrates patience, empathy and understanding.

Others:

B. diagnose learner needs prior to establishing short and long range instructional plans. (3)

* / / 1. Identifies learning styles, rates of learning, and capabilities of students.

/ / 2. Uses formal/informal records on individual students.

* / / 3. Demonstrates understanding of the processes involved in selection of learning content and methods.

Others:

C. establish learning objectives which focus upon behavior of the learner, and learning conditions and expected criteria. (3)

* / / 1. Determines objectives (short range) and goals (long range) appropriate to each student's/groups identified needs.

/ / 2. Objectives clearly communicate intended needs.

* / / 3. Specifies teaching procedures.

* / / 4. Identifies assessment process.

*Selected Behaviors

EXHIBIT A (continued)

Others:

D. design and use a variety of learner activities (role playing, simulation, learning center demonstration, field trips and pupil projects) that are appropriate to instructional objectives. (3)

* / / 1. Maintains student involvement in learning tasks.

* / / 2. Uses activities which call for pupil planning, observing, describing, experimenting and writing.

* / / 3. Organizes and uses a range of appropriate instructional materials and equipment.

* / / 4. Uses a variety of cognitive levels in questioning strategies.

Others:

E. use positive means to influence and manage classroom learning behavior. (2)

* / / 1. Gives directions clearly.

* / / 2. Manages disruptive behavior constructively.

/ / 3. Maintains a healthful, comfortable, and attractive classroom.

/ / 4. Efficient in compiling reports and records.

* / / 5. Helps student recognize progress and achievements.

/ / 6. Organizes time, space, and materials for instructions.

Others:

F. use evaluative techniques appropriate to the learner's social, cognitive, affective and psychomotor growth. (1)

/ / 1. Evaluates pupil progress in terms of instructional objectives.

/ / 2. Administers, analyzes and interprets teacher-made tests to assess instructional needs.

* / / 3. Uses a variety of evaluative methods which provide the student with specific feedback.

* Selected Behaviors

EXHIBIT A (continued)

Others:

G. show an openess to try alternative teaching behaviors as indicated through feedback from self, the supervising teacher, college supervisor, and learners. (2)

/ / 1. Demonstrates skill in self-evaluation through analyzing personal instructional strategies and their affect upon learners.

/ / 2. Modifies approach to learners on the basis of observational feedback and other information.

Others:

H. meet responsibilities designated by college supervisors, public school supervisors and the public school system to which he/she is assigned. (1)

/ / 1. Becomes involved in appropriate extra-curricular activities and school-community relations.

/ / 2. Carries out school and system policies which affect areas of instructional responsibilities.

/ / 3. Maintains attendance records, grade reports, cumulative folders, and other records or reports required by the school or college.

Others:

EXHIBIT B

Georgia State University
Student Teaching Evaluation

INDICATORS NOT MEASURED BY GATE

A-2 Works cooperatively with teachers, administrators, and other personnel.

B-2 Uses formal/informal records on individual students.

C-2 Objectives clearly communicate intended needs.

E-3 Maintains a healthful, comfortable and attractive classroom.

E-4 Efficient in compiling reports and records.

E-6 Organizes time, space, and materials for instructions.

F-1 Evaluates pupil progress in terms of instructional objectives.

F-2 Administers, analyzes, and interprets teacher-made tests to assess instructional needs.

G-1 Demonstrates skill in self-evaluation through analyzing personal instructional strategies and their affect upon learners.

G-2 Modifies approach to learners on the basis of observational feedback and other information.

H-1 Becomes involved in appropriate extra-curricular activities and school-community relations.

H-2 Carries out school and system policies which affect areas of instructional responsibilities.

H-3 Maintains attendance records, grade reports, cumulative folders, and other records or reports required by the school or college.

INDIVIDUAL PROFILES ACROSS THE 16 BEHAVIOR STATEMENTS

TEACHER NUMBER 77 = ●
TEACHER NUMBER 80 = ▲

1 A-1 DEMONSTRATES ENTHUSIASM FOR TEACHING AND THE TOPICS BEING TAUGHT

2 A-3 PROVIDES OPPORTUNITIES FOR SUCCESS EXPERIENCES BY STUDENTS

3 A-4 DEMONSTRATES PATIENCE EMPATHY AND UNDERSTANDING

4 B-1 IDENTIFIES LEARNING STYLES RATES OF LEARNING AND CAPABILITIES OF STUDENTS

5 B-3 DEM UNDERSTAND OF PROCESSES INVOLVED IN SELECT OF LEARN CONTENT AND METHOD

6 C-1 DETERMINES OBJ SR AND GOALS LR APPROP TO EACH STUDENTS/GROUPS IDENT NEEDS

7 C-3 SPECIFIES TEACHING PROCEDURES

8 C-4 IDENTIFIES ASSESSMENT PROCESS

9 D-1 MAINTAINS STUDENT INVOLVEMENT IN LEARNING TASKS

10 D-2 USES ACT WHICH CALL FOR PUPIL PLAN OBS DESCRIB EXPERM AND WRITING

11 D-3 ORGANIZ AND USES RANGE OF APPROP INST MATERIALS AND EQUIPMENT

12 D-4 USES A VARIETY OF COG LEVELS IN QUESTIONING STRATEGIES

13 E-1 GIVES DIRECTIONS CLEARLY

14 E-2 MANAGES DISRUPTIVE BEHAVIOR CONSTRUCTIVELY

15 E-5 HELPS STUDENTS RECOGNIZE PROGRESS AND ACHIEVEMENTS

16 F-3 USES A VARIETY OF EVAL METHODS WHICH PROVIDE STUDENT WITH SPEC FEEDBACK

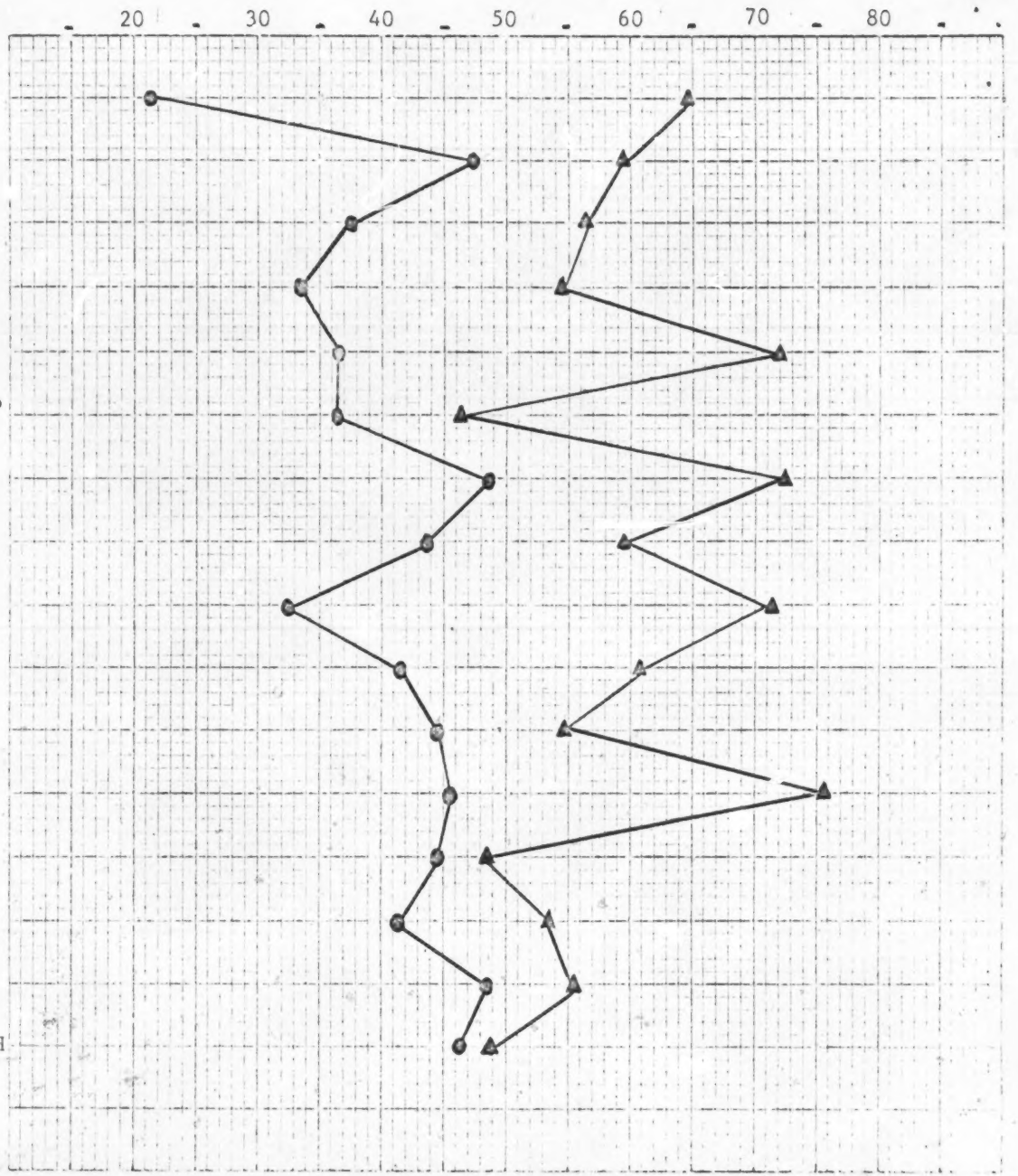
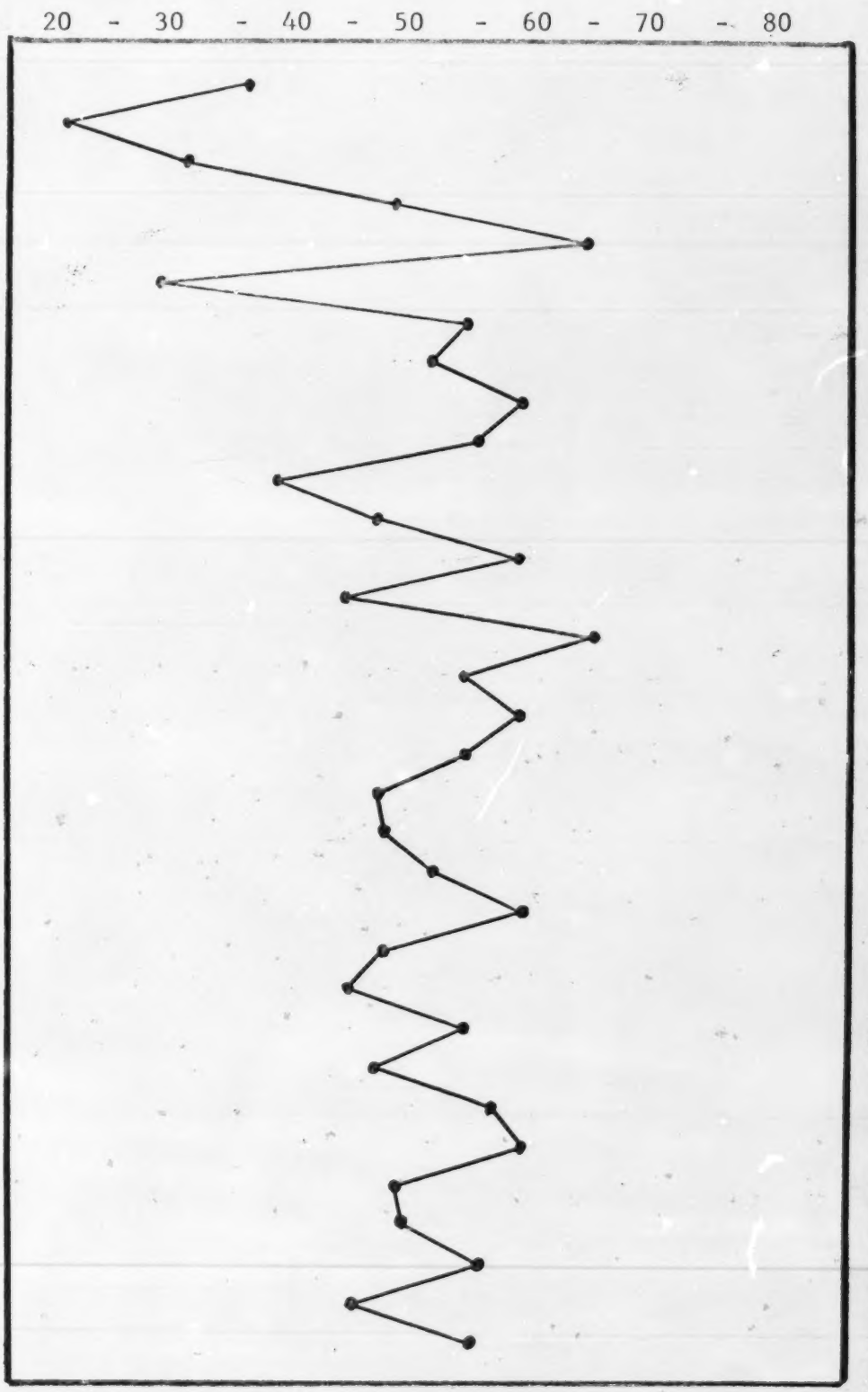


EXHIBIT D

GROUP PROFILE ACROSS EACH BEHAVIOR STATEMENT

A-1 DEMONSTRATES ENTHUSIASM FOR TEACHING AND THE TOPICS BEING TAUGHT

	SCORE
TEACHER NUMBER 76	36.53
TEACHER NUMBER 77	21.53
TEACHER NUMBER 78	31.18
TEACHER NUMBER 79	48.38
TEACHER NUMBER 80	64.98
TEACHER NUMBER 81	28.67
TEACHER NUMBER 82	54.32
TEACHER NUMBER 83	52.86
TEACHER NUMBER 84	59.09
TEACHER NUMBER 85	55.61
TEACHER NUMBER 87	38.19
TEACHER NUMBER 88	47.69
TEACHER NUMBER 89	58.65
TEACHER NUMBER 90	44.43
TEACHER NUMBER 91	65.61
TEACHER NUMBER 93	54.81
TEACHER NUMBER 94	58.93
TEACHER NUMBER 95	54.47
TEACHER NUMBER 96	47.00
TEACHER NUMBER 97	47.56
TEACHER NUMBER 98	52.63
TEACHER NUMBER 99	59.64
TEACHER NUMBER 100	47.38
TEACHER NUMBER 101	45.33
TEACHER NUMBER 102	54.47
TEACHER NUMBER 103	47.66
TEACHER NUMBER 104	57.56
TEACHER NUMBER 105	59.52
TEACHER NUMBER 106	48.50
TEACHER NUMBER 107	49.44
TEACHER NUMBER 108	56.67
TEACHER NUMBER 109	45.37
TEACHER NUMBER 120	55.32



REFERENCES

Brown, B. B. The experimental mind in education. New York: Harper & Row, 1968.

Coker, H. Carroll County competency based teacher certification project, end of year report. West Georgia College, Carrollton, Georgia, June 30, 1977.

Dunkin, M. J., & Biddle, B. J. The study of teaching. New York: Holt, Rinehart & Winston, Inc., 1974.

Medley, D. M. Observation schedule and record, form 5 verbal (OScAR 5V). Mimeograph, University of Virginia, 1973.

Medley, D. M. The research base for teacher education. American Association of Colleges for Teacher Education, Monograph, Washington, D. C., 1977.

Medley, D. M. Conference, West Georgia College, Carrollton, Georgia, December 15-16, 1977.

Soar, R. S. Conference, West Georgia College, Carrollton, Georgia, December 15-16, 1977.

Soar, R. S. The Medley-Soar-Toledo model for research in teacher education. In G. E. Dickson (Ed.), Educational Comment, Research and Evaluation in Operational Competency-Based Teacher Education Programs, 1, 1975.

Soar, R. S., Soar, R. M., & Ragosta, M. Florida classroom climate and control system (FLACCS). Gainesville, Florida: Institute for Development of Human Resources, University of Florida, 1971.

Spaulding, R. L. Spaulding teacher activity rating schedule (STARS). San Jose State University, San Jose, Ca., 1970.